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DEPARTMENT OF NURSING EDUCATION

IN CHARGE OF

ISABEL M. STEWART, R.N.

SOCIALIZING THE STUDENT NURSE

BY MABEL F. HUNTLEY

Post-Graduate Hospital, New York City

The following criticism was recently made by the superintendent of a hospital to the superintendent of nurses: "It seems to me that our nurses do not appreciate the necessity for courteous attention to the patients who are leaving the institution. I have just seen a nurse usher a patient to the hospital door and all but push him down the steps. Her manner plainly said: 'There goes one more troublesome person out of my sight!'" Is there in this illustration a truth which is applicable to the nurse who is passing through her training school period? Does she see her patient either as a "case" which she is to use for her educational advancement or as an annoying care to be hastened towards recovery and discharged because of the relief in variety, or because the admitting office insistently calls up to ask if there are any vacancies?

Perhaps in the last sentence is found one of the predominant causes for the nurses' anxiety to get the patient well and out, as the capacity of the hospital ward is still not adequate to the community need, but there may be also failure on the part of the student nurse to appreciate the conditions to which she is sending her patient. How many times does she ask herself questions similar to these: "Has this man a home to return to, or is he going to sleep on a park bench? If he is able to work, how is he to find a job? Has this woman anyone at home to help her carry her household cares while she is still in a weakened condition? Is this child going back to a mother who will not know how to feed it and who will soon return it to us again with its eczema intensified?"

Stimulation of this kind of thinking is promoted by a close relationship between the training school and the social service department, and many of the institutions which have the latter, are availing themselves of the opportunity which it offers to develop a better social viewpoint in the student nurse. If the hospital and the patients are to receive the benefit, the course must be given early, before the student has assumed any degree of ward responsibility, and it was this theory which caused The Margaret Fahnestock Training School of the New York Post-Graduate Hospital, in July of 1918, to ask for an affiliation with the social service department. A few months

Schedule, Week of August 5-10, 1918

Nurse.	Monday		Tuesday		Wednesday		Thursday		Friday		Saturday
	A. M.	P. M.	A. M.	P. M.	A. M.	P. M.	A. M.	P. M.	A. M.	P. M.	A. M.
A.	Conference with Social Service Director.	Visiting with Babies' Social Worker.	Visiting with Babies' Social Worker.	Observation in Office.	Observation in Office.	Excursion.	Conference with Social Service Director.	Observation in Office.	Visiting.	Visiting.	Visiting.
	Lecture, Science of Philanthropy.						Lecture, Science of Philanthropy.				
B.	Conference with Social Service Director.	Visiting.	Visiting.	Observation in Office.	Visiting.	Excursion.	Conference with Social Service Director.	Visiting with Babies' Social Worker.	Visiting with Babies' Social Worker.	Observation in Office.	Observation in Office.
	Lecture, Science of Philanthropy.						Lecture, Science of Philanthropy.	Cooking Class.			
C.	Conference with Social Service Director.	Visiting.	Visiting.	Visiting with Babies' Social Worker.	Visiting with Babies' Social Worker.	Excursion.	Conference with Social Service Director.	Visiting.	Observation in Office.	Visiting.	Observation in Office.
	Lecture, Science of Philanthropy.						Lecture, Science of Philanthropy.	Cooking Class.			
D.	Conference with Social Service Director.	Observation in Office.	Observation in Office.	Visiting.	Visiting.	Excursion.	Conference with Social Service Director.	Visiting.	Observation in Office.	Visiting with Babies' Social Worker.	Visiting with Babies' Social Worker.
	Lecture, Science of Philanthropy.						Lecture, Science of Philanthropy.	Cooking Class.			

previously the School of Philanthropy (now the School of Social Service) of New York City, had established a teaching department in the Post-Graduate for the purpose of gaining a practice field for its students in Medical Social Work, and Grace Bolen, a graduate of the school in 1913, had been appointed instructor.

When approached by the nurses' training school, Miss Bolen enthusiastically took up its problem, and at once outlined a schedule for one week of "Social Service" for the four probationers who were assigned to her. The students were excused from all class room and ward responsibilities, and each probationer admitted since July has had from one week to ten days under Miss Bolen's direction. The schedule given outlines a typical routine followed by these students; it was varied somewhat as new situations gave opportunity for experience of an exceptional kind; as when they were assigned to help with the Children's Year Census, and the examination of the children of the neighborhood in the clinic.

The cooking class on the outline was one held in Public School No. 20, where the students saw neighborhood mothers receiving instruction in the preparation of food for children of various ages. On Wednesday afternoon, the entire group of seventeen were taken on an excursion, each student going at least four times. These visits included: The Red Cross Institute of Rehabilitation of the Physically Disabled, Bellevue's Social Service and Tuberculosis Wards, Clinics and Home for Girls, the various activities of St. George's Church, and many others of a similar kind. On Monday and Thursday mornings, each group of four was taken to a lecture on "Case Study" at the School of Philanthropy, as it was believed that even two isolated lectures would do something towards opening their eyes to the necessity for thorough investigation into all phases of the family problem which the social worker is trying to solve.

During the week, every hour of the students' time was closely supervised. Their first visiting was done either with one of the regular students of the department, or with the visiting nurse who was doing follow-up work from the babies' wards. But each student was given one or more "cases" which she had to investigate independently,—looking up the records on file in the office, visiting the home for further information, finding out if the case was "new" or already well known to other charity organizations, coming back with her report and, sometimes, even helping to make the necessary adjustments for the betterment of the conditions found.

One evening in August, the probation class was alarmed to find that a member who was having her social service work, was missing,

and a delegation came to the office to make the report. On investigation, it was found that Miss A. had gone to the country to place an old lady in a convalescent home, and had been delayed by a summer shower and a lost train. The trip out into the country had been the final incident which closed the week's work upon her "case," that of finding a suitable home for an aged woman without relatives and unable to care for herself. Miss A. returned with all her illusions concerning the ease of finding the right place for the convalescent considerably shattered, but her instructor felt that she had shown considerable initiative in her various interviews and a good deal of tact in making the patient contented with the provision made for her.

Still another nurse became much interested in a family which was being cared for by the Associated Charities' Organization. When she went to visit the child which had been sent home from the hospital, she found that while the society was giving the mother, who was also partially invalided, a stated weekly sum for food and rent and fuel, there were still many things needed, comforts for the invalid, shoes for the children, and warmer coats and underwear before the return of cold weather. Later, at a little dinner party of her friends, she told the story so well that seventeen dollars found their way into her hands to be spent at her discretion,—and here is the point of the story. Instead of using it at her own discretion, she brought the money to her social instructor, and asked her if she did not think the money should be turned over to the charity organization which was caring for the family! Needless to say, her instructor felt well repaid for the time she had spent upon that pupil.

In fact, the results throughout the year have been most gratifying. The students have all shown a very keen interest in the work and many of the nurses, more advanced in training, have asked if it could not be extended to them. Many times during the year, these young students have come to their head nurses with stories about the social conditions of their patients, and some of these cases have been cared for by the Social Service Department. This seems very encouraging for the future time when the present first year students are seniors with more responsibilities, themselves taking the patients' histories, and asking the admittance questions.

It is more difficult to know just what each nurse may have received in individual development of those qualities which make her a kinder, more considerate, and helpful bedside attendant and companion. Results of such a nature are too intangible and evasive of analysis, and of yard stick measurements for us to state them in definite terms, but the thirty students who were under Miss Bolen's instruction during the summer and fall of 1918, have maintained a

splendid record for sympathetic, courteous attention to the patients entrusted to their care. We cannot but feel that the record is high partly because each nurse was led to think of her patient as, first,—a human being to whom she owed her best interpretation of the Golden Rule and, second, a member of society to which he stands in an economic relationship and which counts him as either profit or loss, according to his ability or inability to earn a livelihood.

In order that we might know to what extent these students had been stimulated to consider some future work in the field of Public Health, during June 1919, fifteen of them were questioned concerning their plans after graduation. Six of these were found to be definitely planning to prepare for some one of the various phases of social work, two wished to specialize "in some such work as x-ray or anesthesia"; two were indefinite to classify and one, only, looked forward to private duty.

In conclusion then, it would seem that these students have benefited from their week of contact with the social workers in the following ways: They have had their viewpoint widened until they see past the patient into the home and the environment which is often accountable for his disability; they have had their altruistic and sympathetic qualities further developed, and a goodly number have been led to think of preparing themselves to go out into the homes as public servants for the betterment of those social conditions which keep our wards continuously well filled.

OBSERVATIONS AND EXPERIENCES IN THE ARMY SCHOOLS OF NURSING

BY IDA AUSTIN, R.N.

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The following observations made during a teaching experience in two of our Army camps may help to answer some of the many questions about this new and interesting experiment in the training of nurses.

In regard to the type of woman entering, and her motives, the classes varied a little. Those who came in at first, during the war, were all stirred by the patriotic appeal and nearly all had some vocation. At least two-thirds were college or normal school students, or teachers; a number having college degrees. About one-eighth came from homes of wealth and leisure, and most of these had done no regular work of any kind before. Two-thirds of the entire group were engaged to be married, most of them to overseas men.